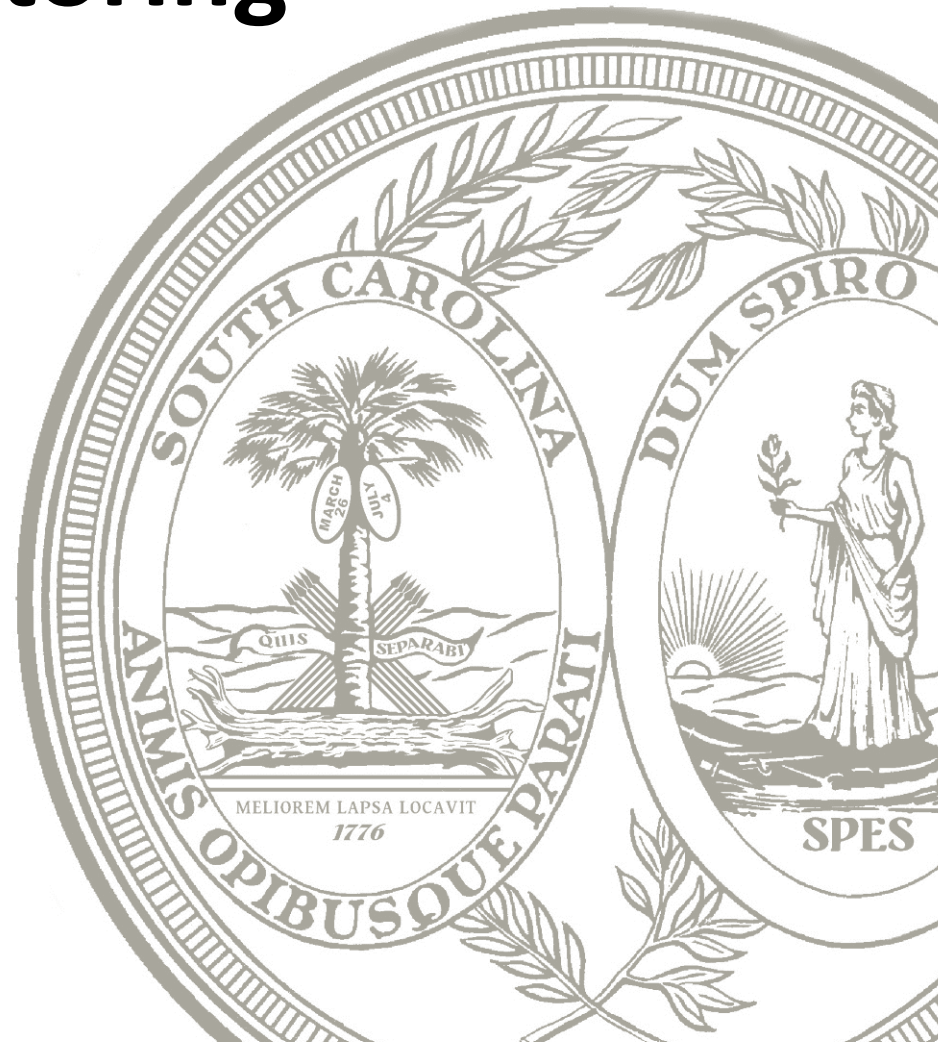


# Help Teachers Set Goals and Plan for Monitoring

Part of Data Literacy for  
Instructional Leaders Series

**SCDE Office of Educator  
Effectiveness and Leadership  
Development**





# Facilitator

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SC Department of Education

Author of “Why Teachers  
Must be Data Experts,”  
(2008/2009), *Educational  
Leadership*, 66(4)



# Session Outcomes

- Identify the changes you want to help teachers achieve in regard to their thinking about data.
- Set up a coaching conversation as a data-literate dialogue.
- Assist a teacher in setting goals with appropriate targets and assessment tools for the current school year.
- Assist a teacher in developing a plan for monitoring progress across the school year.

# PADEPP Standards

## Standard 7: Interpersonal Skills

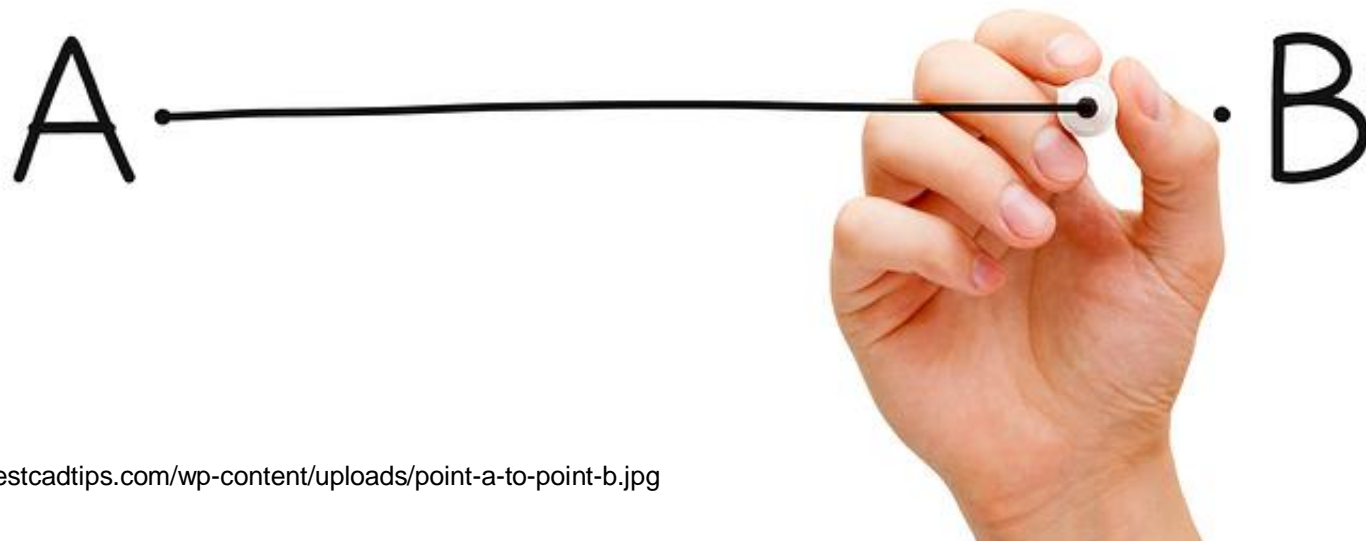
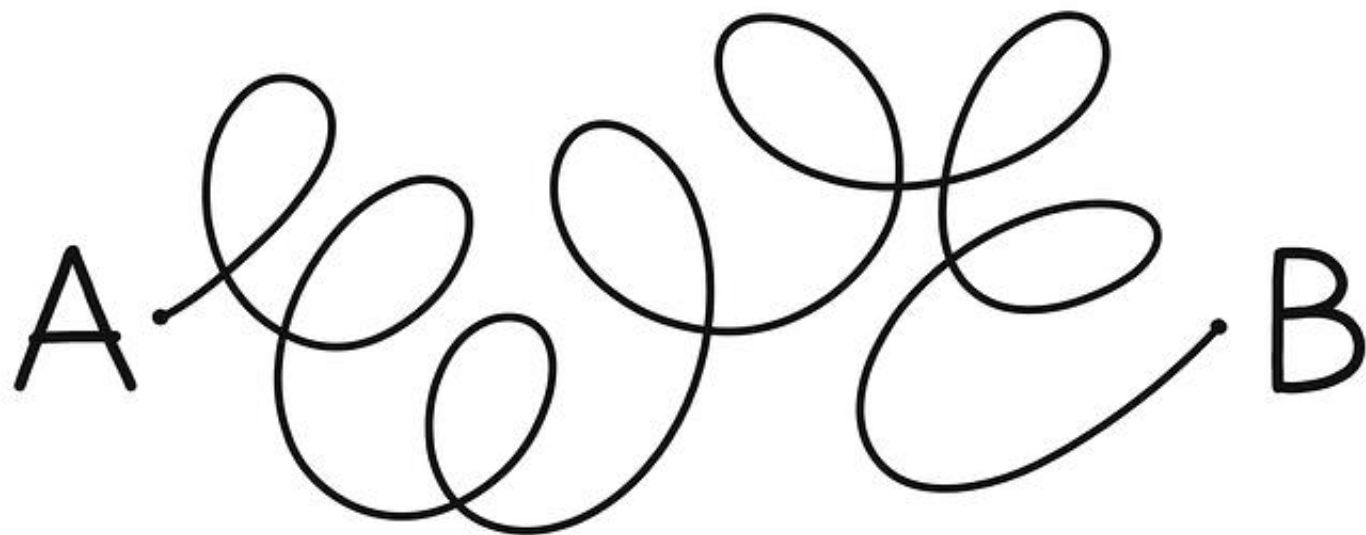
- Collaborates with teachers and staff to monitor and improve performance on multiple measures of student progress.

## Standard 8: Staff Development

- Encourages staff to set goals for professional growth.
- Shares effective teaching strategies, uses coaching skills, and manages staff turnover and succession by providing opportunities for effective induction and mentoring to encourage professional growth.

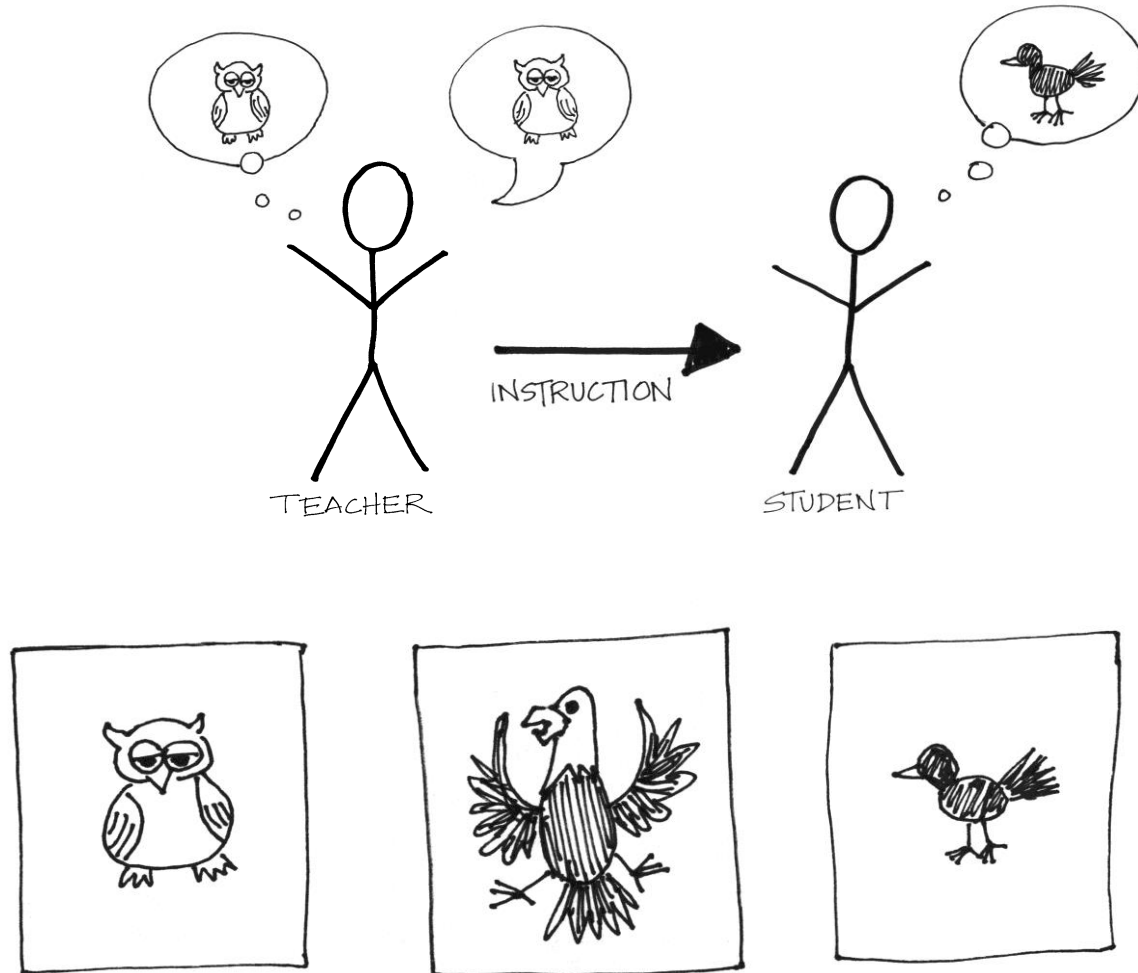


Data literacy is the ability to gather, interpret, and use multiple data sources effectively to improve student learning.





# It's all about thinking.

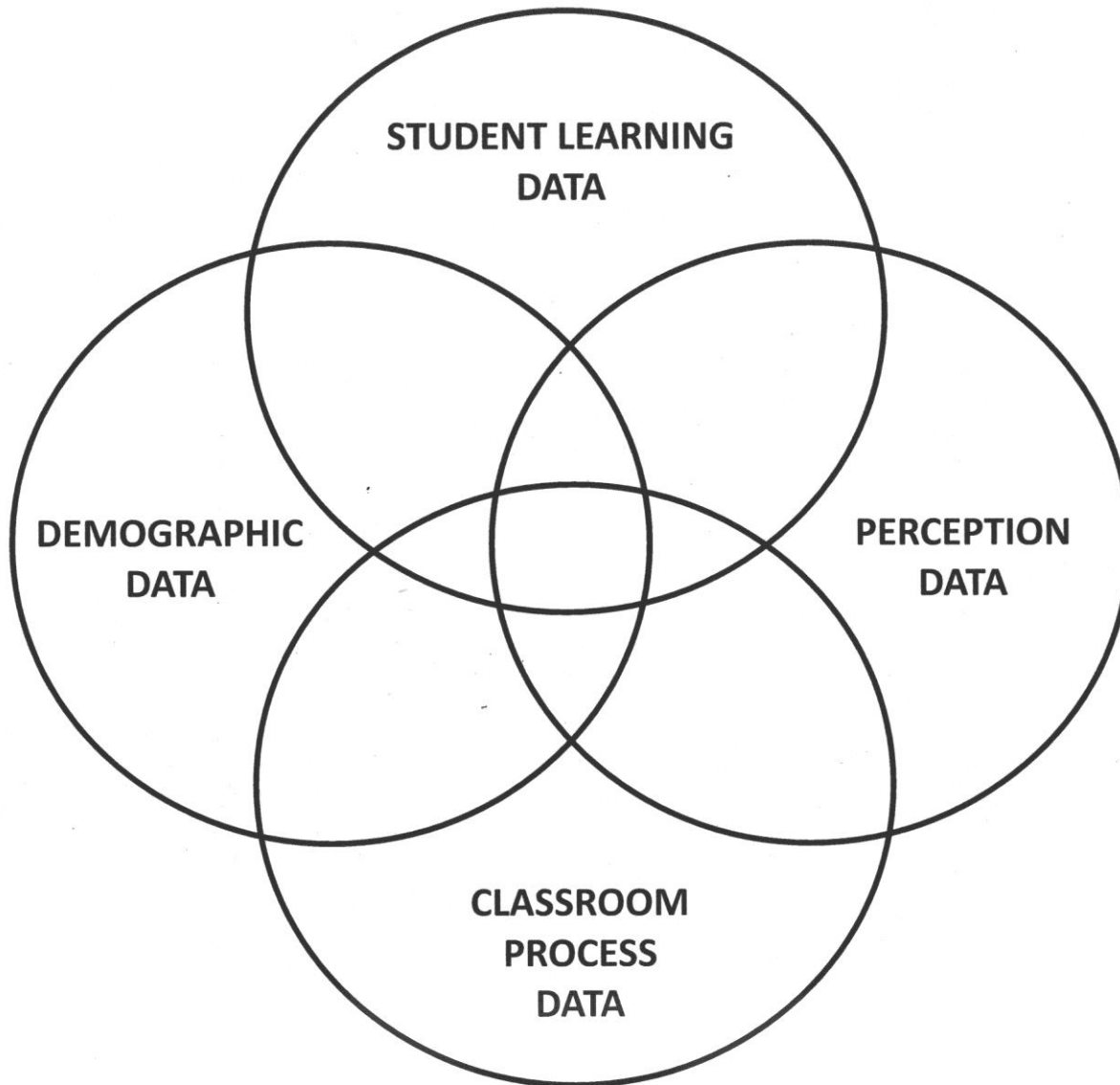




**Focus on game-changers.**

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<https://localtvwhotv.files.wordpress.com/2017/05/fireworks.jpg?quality=85&strip=all&w=1200>





(Bernhardt, 2009)



# Coaching for Data

Data literacy is the ability to gather, interpret, and use multiple data sources effectively to improve student learning.

# Your Role as a Coach

- Validate – Affirm strength or rationale.
- Clarify – Ask for greater detail; probe deeper.
- Stretch – Push thinking to next level.
- Provide support – Contribute resources, data, and expertise.

As a coach, what change to you  
want to see in teachers' thinking  
about data?





Principal: Mr. Grant, we need to schedule an appointment to go over your class's test scores from earlier this year and talk about what we need to be doing in the coming months.

Teacher: I agree – but I already know those test scores don't paint an accurate picture of what's going on in my classroom now. Since my kids took their tests, I've seen a radical improvement in both math and reading skills using other assessments.

Principal: That's a valid point. In that case, can we augment our test score analysis with some more recent data? Also, I know you have been working on classroom procedures. When we meet, can we also look at the learning environment surveys you gave and see how things are improving?

# Characteristics of a Data-Literate Dialogue

- Both parties are bringing work/data to the conversation
- Two-way; Equal
- Not one-shot
- Multiple sources of data
- Valid inferences and reasoned understanding of the data
- Focus on instruction
- Focus on questions and inquiry



# Data dialogue can be around....

- Student Learning Outcomes (SLOs),
- professional learning plans,
- or any growth-oriented process.





# If you are successful...

1. The teacher will have done most of the talking.
2. Data (multiple sources) will play a central role.
3. Both of you will have asked questions.
4. The teacher's thinking will have been stretched.
5. The focus will have been on instruction and student learning.
6. The teacher will be invested in and engaged by the goal.
7. The targets, assessment tools, and data to be used will make sense.
8. The teacher will see the usefulness of the conversation to his/her growth.

What do you need to do to ensure  
your coaching conversation is a  
data-literate dialogue?



# Let's plan...

Scenario: You are meeting with one of your teachers to set an instructional goal for the year. For the meeting to be successful, the teacher needs to walk out of the dialogue with one or more clear, reasonable, measurable, game-changing goals; with clear ways of monitoring; and with changed (or reinforced) data literate thinking.

# Step #1: Prepare

- Ask the teacher to come with critical questions or thoughts about what will be the game changer in his/her classroom.
- Ask the teacher bring some data that he/she finds useful in making instructional decisions (or provide some data you ask him/her to consider before the meeting).
- Ask the teacher bring a draft of his/her goals.





# Step #2: Begin Dialogue

- Set the stage.
- Invite teacher to start.
- Be genuinely curious and avoid judging.

*Start by discussing what has been brought (data, drafts, etc.).*



# Step #3: Craft Goal(s)

## Components

Instructional goals will...

- Focus on improvement in student learning,
- Include a clear target, and
- Designate an assessment tool.
- Direct what data will be used.



# Step #3: Craft Goal(s)

## Considerations

Support goals  
being...

- Specific
- Measurable
- Attainable
- Results-oriented
- Time-bound

Ask questions about...

- Student population
- Content
- Assessments
- Experience/Trend Data
- Target
- Quality

# Coaching Rules

Make certain...

- Goal is crafted by the teacher.
- All components focus on critical questions or game-changers identified by the teacher.
- All components are simple, straightforward, aligned, and make sense to the teacher.
- Targets are a stretch.
- Data will be useful to the teacher and to students.



## THIS:

- Crafted by the teacher
- Critical, engaging
- Results could be the game-changer

## NOT THAT:

- Pushed by you
- Perfectly written
- Results are guaranteed

# What do you do if the teacher comes in with a goal like this?

- I want the parents of my students to ensure they do their homework.
- I want all of my students to make a perfect score on the End of Course exam.
- I want my students to think more rigorously.
- I want my students to behave better.
- I want students' test scores to go up by one point.

# Example Goal - Elementary

Students who scored below expectations (0 or 1) in object attribute concepts based on the Assessment, Evaluation, Programming System (AEPS) Strand A, Goal 1/Objectives 1-3, and attend at least 85% of the scheduled class days (4-day week /2.5 hours per day), will demonstrate an increase in understanding of colors (8 or more), shapes (5 or more) and sizes (6 or more), scoring a 2, as measured on the AEPS Strand A/Goal 1, by the end of the school year.

# Example Goal - Middle

By the end of the Reading and Analyzing Literary Text Unit students will be able to determine the theme of literary text by analyzing the literary elements present in the text and how the elements interact with one another in order to develop the theme.



# Example Goal – High

By the end of the school year, student scores on the class holistic writing rubric will raise at least one level. Students indicating a perception that they are poor writers at the beginning of the school year will raise their scores more than one level.

What are the three most important things you need to remember when you help teachers set goals?



# Why monitor?



Image: [http://cdn.hexjam.com/editorial\\_service/bases/images/000/007/989/xlarge/missing\\_train.jpg?1420811406](http://cdn.hexjam.com/editorial_service/bases/images/000/007/989/xlarge/missing_train.jpg?1420811406)

# Monitoring progress should be useful to students.

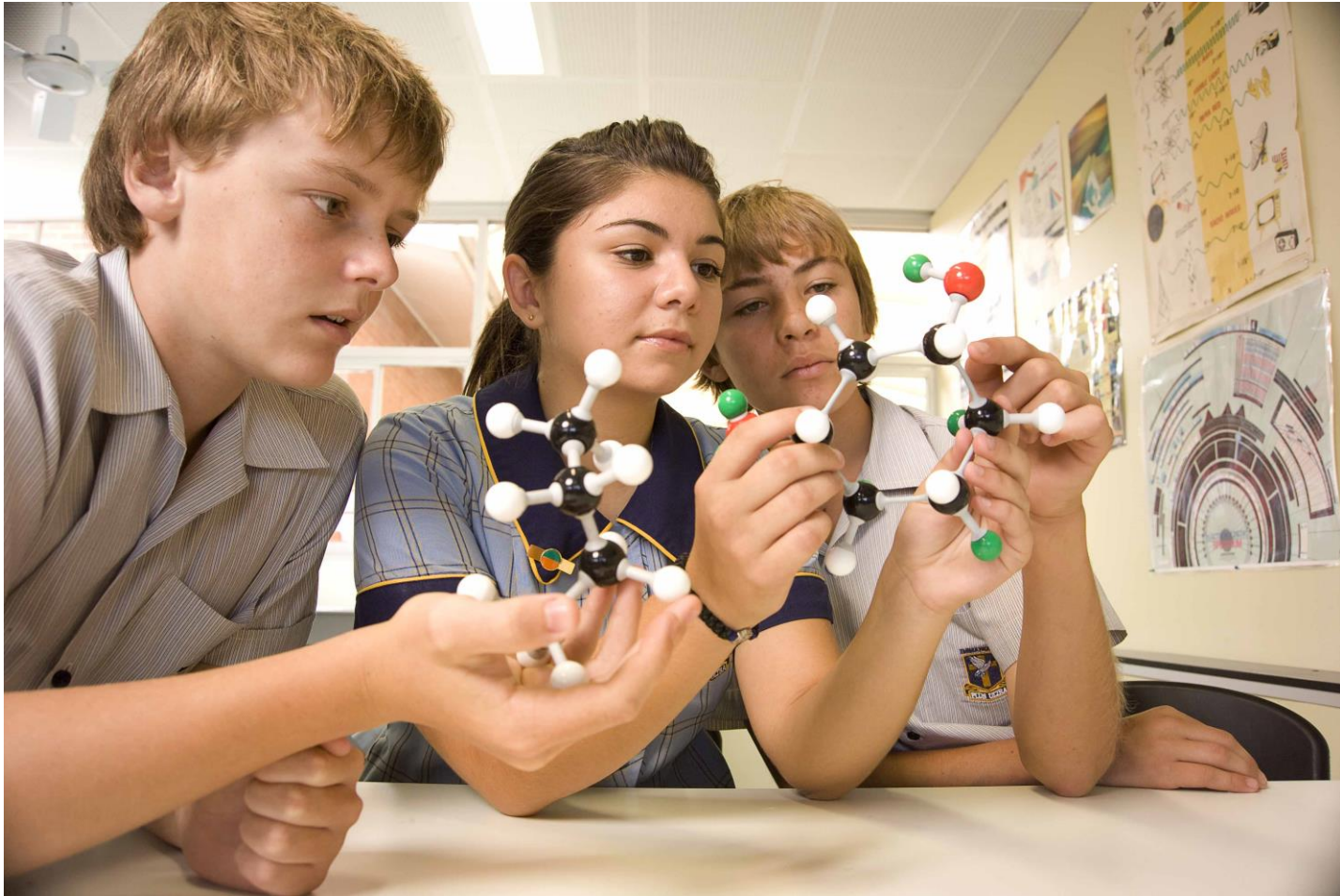


Image: <http://collegeplanit.org/wp-content/uploads/2015/11/kids-learning.jpg>



# Step #4: Plan Monitoring

- Focus on alignment.
- Consider what the teacher can do realistically.
- Consider how progress data might be analyzed – the teacher needs quick, actionable insights.
- Consider how students can use data from the monitoring.
- Consider how growth toward goal target will be documented.



# Examples of Ways to Monitor

Informal formative assessments

→ Monitor student perception and learning processes

Formal formative assessments

→ Monitor interim goals and/or benchmarks (if aligned to goal)

# Coaching Rules

Make certain...

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- All components focus on critical questions or game-changers identified by the teacher.
- All components are simple, straightforward, aligned, and make sense to the teacher.
- Targets are a stretch.
- Data will be useful to the teacher and to students.



## THIS:

- Crafted by the teacher
- Critical, engaging
- Results could be the game-changer

## NOT THAT:

- Pushed by you
- Perfectly written
- Results are guaranteed



# What do you do if the teacher comes in with ideas for monitoring like this?

- There is no way to monitor progress toward improved standardized test scores.
- I need to monitor each student differently.
- I want to monitor with classroom quizzes.
- I am going to use class grades to monitor progress.

What are the three most important things you need to remember when you help teachers decide how to monitor progress?





## I can...

- Identify the changes I want to help teachers achieve in regard to their thinking about data.
- Set up a coaching conversation as a data-literate dialogue.
- Assist a teacher in setting goals with appropriate targets and assessment tools for the current school year.
- Assist a teacher in developing a plan for monitoring progress across the school year.

# Application

*Facilitate an Individual  
Data Literate Dialogue*

Please complete the  
professional learning  
activity associated with  
this session to help you  
apply your learning.



Image:  
<http://blog.atomiclearning.com/highed/sites/blogs.atomiclearning.com/files/images/bigstock-lightbulb-vector.png>

# SCDE Resources

See <https://ed.sc.gov/educators/educator-effectiveness/measuring-student-growth/slo/>

- SLO Guidebook
- SLO Approval Rubric
- SLO Review Tool
- SLO Assessment Checklist
- Office of Assessment Resources

# References

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